



SIKKIM ALPINE UNIVERSITY

Kamrang, Namchi, South Sikkim – 737126

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MENTOR AND MENTEE CELL POLICY

(Policy Document – 2025)

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1. INTRODUCTION

The Mentor–Mentee Cell serves as a bridge between students, faculty and the institution providing academic, personal, and professional guidance while fostering a supportive learning environment in line with UGC and NEP 2020 objectives of *holistic education, quality enhancement, and inclusive student support*.

The main aim of a **Mentor-Mentee cell** in Sikkim Alpine University is to create a structured and supportive environment that facilitates the guidance and development of students through personalized mentorship.

1. Objectives of Mentor-Mentee Cell

- a) **Academic and Personal Support:** To provide academic guidance and personal support to mentees, helping them navigate their educational journey more effectively.
- b) **Holistic Development:** To foster the holistic development of students by addressing their academic, personal, and professional needs.
- c) **Foster Communication:** To foster a trusting relationship and open communication between mentors and mentees, address their grievances, concerns, and stress and nurture confidence and motivation in students.
- d) **Enrich Campus Life:** To enhance the quality of campus life by helping students manage adjustment challenges, especially for outstation or marginalized student and ensuring healthy emotional and social integration of mentees.
- e) **Community Building:** To create a sense of community among students and mentors, fostering a supportive and collaborative educational environment

2. Functions of a Mentor-Mentee Cell

- a) **Mentorship:** To assign experienced mentors to guide and mentor students, offering insights and advice based on their own experiences.
- b) **Goal Setting:** To assist students in setting and achieving their academic and career goals.
- c) **Problem Solving:** To address any challenges or issues that students may face during their academic journey and provide solutions or referrals to appropriate resources.
- d) **Emotional Support:** To offer emotional support and a safe space for mentees to discuss their concerns, anxieties, and aspirations.

- e) **Enhancing Communication Skills:** To help students develop effective communication skills, which are crucial for their future careers.
- f) **Feedback Mechanism:** To establish a feedback mechanism where mentees can provide input on their mentoring experiences, enabling continuous improvement.
- g) **Career Guidance:** To provide guidance on career choices, job placement, and further education, helping students make informed decisions about their future.

Overall, the Mentor-Mentee cell aims to enhance the overall educational experience of students and empower them to reach their full potential by offering personalized guidance and support.

3. **Nature of Guidance**

It is vital that all students receive regular and informed guidance, have a wide range of experiences and understand where to get further information and advice. This will be evident through a number of initiatives, including:

- a) Citizenship lessons,
- b) Individual learning reviews and target setting,
- c) Career Guidance,
- d) Guidance for Avenues to Higher Education,
- e) To tackle various academic and stress related issues,
- f) Regular internal communications with students (e.g. through personal visits and telephonic talks),
- g) Soft skill reinforcement initiatives,
- h) Community involvement opportunities

In some cases the relationship between the mentor and the mentee may be the only stability student knows, and the only time anyone spends quality time with them. Therefore, the Institute stipulates that a mentor spend a minimum of one hour every month with their mentees.

4. **Role of Co-ordinator**

- a) A member of the Institute staff will act as a coordinator for mentors. This person will be someone who wants to take on this role and is approved of by the group, not just be a staff member who is just given the role as part of a job description.
- b) The role of the coordinator will be to provide guidance and advice for group members and to look after the emotional welfare of the students involved in the scheme.

5. **Role of Cell**

A Mentor-Mentee Cell in a higher education institution typically means a formal cell or body where mentors are paired with mentees to provide guidance, support, monitoring,

and facilitation. The key features are:

- a) **Cell:** Assign mentor-mentee pairs, lays out objectives, tracks meetings, records progress, and reports to higher authorities.
- b) **Focus Areas:** Academic performance, personal development, attendance, behaviour, counselling, and career guidance.
- c) **Records & Monitoring:** Keeping records of meetings, counselling, progress of mentees, interventions, remedial actions, parental involvement.
- d) **Periodic Review:** Evaluating the mentoring process, soliciting feedback, making adjustments.

6. Responsibilities of Mentor

Mentor: Teacher/Faculty member who provides guidance, advice, monitoring, encouragement.

- a) Maintain Mentor-Mentee Booklet.
- b) Maintain batch wise student roll call list.
- c) Keep contact details of students & parents.
- d) Keep a track of the attendance, academic performance and behavioural aspects of the students.
- e) To have Mentor-Mentee meeting once a month.
- f) Record of Mentor-Mentee meeting.
- g) Mentor can prescribe Student counselling if required.
- h) Maintain record of mentees appeared to be disinterested in academic progress and maintain a record of the progress made by the identified underperforming students and take remedial actions wherever required.
- i) To have regular verbal communication with the parents of the Mentees and inform them about the mental and academic progression of students.
- j) To prepare and submit a comprehensive report on issues (raised by the allocated mentees), handled and resolved by the Mentor, twice a semester to Mentor-Mentee cell.
- k) Maintain data of students' achievements (academic as well as non-academic).
- l) Maintain discipline among students.

6.1 **Important notes about conduct and support**

- a) Avoid making negative comments about teachers, assignments, or texts.
- b) Refrain from doing students' assignments or suggesting grades.
- c) Be clear about expectations for academic honesty and integrity.
- d) Draw a clear line between friendship and mentoring.
- e) Encourage students to communicate with professors and use campus support services.
- f) Seek advice from the Mentor-Mentee cell if and when required.

7. **Responsibilities of Mentee**

Mentee: A student.

- a) Mentees are responsible for actively seeking guidance, asking questions and participating in mentorship activities.
- b) Fill personal information in the form at the time of joining the mentor- mentee system.
- c) Provide details of attendance, continuous assessment, term end examination, co- curricular, extra- curricular activities to the mentor whenever asked for.
- d) Place confidence in the mentor and seek his/her advice whenever required.

8. **Goal Setting**

- a) Mentors and mentees should collaborate to establish clear and achievable goals during mentorship program.
- b) Mentors should support mentees in establishing realistic academic goals and guide them in creating a plan to achieve those goals, while also tracking their progress.
- c) Encourage mentees to establish goals focused on personal development, such as enhancing communication skills, boosting self-confidence, or mastering time management.

9. **Duration of Mentorship**

The mentorship is designed to last until the mentee graduates from university. However, if circumstances require a change, either the mentor or mentee may submit a request in writing to the Mentor-Mentee cell. Request for a change will be reviewed on the basis of reasons provided. The final approval for change of a Mentor will be allowed by the Registrar.

10. **Ratio of Mentor- Mentee**

The mentor-mentee ratio of 1:15 will be maintained by the university, so that a mentor can provide sufficient guidance and attention to their mentees.